

语言学习从输入开始，语言输入包括听和读。在自然语言习得中，听又先于读。对于将英语作为外语的中国学习者而言，学会听尤为重要。首先，除词汇、语法和篇章结构外，韵律也是语言系统的一个要素，而英语与汉语在韵律呈现方式上存在很大差异。其次，口语中包含很多书面文字中没有的信息，如重音、语调、停顿等，这些信息需要通过听来获得。此外，在一个连贯的英语语句中，词语的发音因为上下文的不同会发生很大变化，因此连贯语句中的词语与独立词语的发音往往有很大差别。正因如此，很多学生都有这样的困惑：一个篇章读起来明白，但听起来好多都不懂。这说明听是一项特殊的技能，是需要专门训练的。

在国际上，人们一般将母语以外的语言教学分为两类：一类是在讲这一语言的国家教授该语，称之为“二语教学”，如在英国教中国人学英语；另一类是在不以该语为官方语言的国家教授这一语言，称之为“外语教学”，如在中国教中国人学英语。二者的主要差别在于使用语言的社会环境。在“二语教学”环境中，学生可以在课堂内外轻松地获得大量的自然语言输入。但在“外语教学”环境中，学生获得语言输入的机会是有限的，多数时候主要依赖教师和教材进行语言输入。这就要求教材编写者通过材料的选择和组织、练习的设计和编写最大限度地帮助学生提高语言学习效率。

基于此，我们组织安徽大学、南京大学和南京航空航天大学等一批优秀的一线任课教师编写了《新时代大学英语泛听教程》。本教程遵循以学生为中心的原则，力求符合时代特色，体现国家对大学英语教学的要求，呈现最先进的教育教学理念，体现现代信息技术的运用，展现大学英语教学改革的新动向和大趋势。具体而言，本教程的编写理念如下：

- 着眼于大学英语教学改革的新趋势，契合《大学英语课程教学要求》及《大学英语教学指南》对听力技能在基础目标和提高目标层次上的要求，通过大量真实、实用的语言输入，给学生提供良好的自主听音训练机会，并使学生在提高听力技能的同时拓宽知识面，提高综合文化素养；
- 充分利用信息技术，采用“纸质书 + 二维码 + 互联网”的新形态，积极创建多元的泛听学习环境；
- 顺应大学英语四、六级考试的最新改革，针对听力考试部分新增题材，即四级考试中的新闻听力和六级考试中的讲座 / 讲话听力，提供专项技能指导和系统训练，并帮助学生扩大听力词汇量，提高连续话语中的语音识别能力和速度，增强对长

难句及长篇章的在线处理能力。

本教程的编写特色如下：

- 强调应用性：选材地道广泛，语言原汁原味，涵盖学生日常生活、学习和未来工作中可能遇到的多个话题，力求为学生提供真实的听音语境；
- 强调趣味性：话题时鲜有趣，内容丰富多彩，每单元围绕一个话题展开，多维度、多角度、分层次展开，练习设计分步分块、形式多样，吸引学生自测自查；
- 强调计划性：计划科学明确，练习循序渐进，注重引导学生养成良好的听音习惯，掌握有效的听力技能，导学导练，便于学生课后自主学习。

在教材结构上，本教程共包含 3 个分册，分别为基础级别 2 册和提高级别 1 册。每册安排 12 个单元。除两个复习单元外，每个单元围绕一个主题展开，力求使学生在练习听力的同时能够更加全面、深入地了解该主题。此外，每个单元还侧重一项听力技能，同时涉及多项听力技能的训练。每个单元重点训练的听力技能采用提示、注释等方式，并穿插在听力任务的完成过程中，帮助学生学习与使用。

在单元结构上，除两个复习单元外，每个单元包括四个部分：第一部分为单元导入，主要介绍本单元的重点听力技能与教学材料；第二部分为听力专项技能训练，下设一两个任务；第三部分为话题展开，围绕相关音、视频材料设计练习，提高技能（第一、二册包含新闻报道的音、视频材料及相关听力技能，第三册包含学术性讲座 / 讲话的音、视频材料及相关听力技能）；第四部分为趣味听力，学习材料包括歌曲、诗歌、电影片段、跨文化趣闻等。

单元中的练习设计还参考了大学英语四、六级考试，多采用单项选择题，并增加了判断题、填空题、问答题等多种形式。每五个单元结束时安排一个复习单元作为阶段测试，即每册安排两次阶段测试，可以与学校的期中和期末考试同步。

本教程融入了来自不同高校大学英语一线听力任课教师的丰富教学经验和多年研究探索，希望能够给学生带来一次高效、愉悦的学习体验。但因编写水平有限，书中难免有错讹或疏漏之处，请广大读者不吝批评指正。

《新时代大学英语泛听教程》编写组

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# 1

## UNIT

# Books and Reading



### 本单元重点训练以下听力技能：

对将要听到的材料信息进行预测。

### 本单元主要包括以下听力材料：

- 1) 诠释听力过程的短文；
- 2) 关于如何选取假期书单的短文；
- 3) 一个热爱读书的女孩眼中的夏令营；
- 4) 关于亲子阅读的益处的短文；
- 5) 关于读书的乐趣的演讲；
- 6) 对诺贝尔文学奖获得者莫言的采访；
- 7) 关于读书开阔眼界的演讲；
- 8) 介绍莎士比亚原创语言的幽默视频。



本单元配套音视频资源

# Lecture & Talk Box

## Making Predictions

### 预测

听并不是被动接受信息的听辨过程，而是一个需要听者明确目的并且主动参与的心理过程。预测贯穿整个听力理解的过程。预测能力就是提前推测即将听到的话语中可能出现的信息的能力。

预测包括听前预测和听时预测。听前预测指的是在听之前，听者根据已有的线索，比如标题、导言、配图、背景等来推测听力材料可能涉及的体裁、主题和内容。听时预测是指在听的过程中，听者根据已经听到的信息，结合语言提示，包括语义标记（如 *but*, *because*, *as a result of*, *as long as* 等）、语调、重音等，来推测将要出现的信息。不论是听前预测还是听时预测，听者都需要结合自己已经掌握的语言知识和背景知识进行分析和推测。

因此，要带着目的去听，带着问题去听。整个听力过程就是不断地“预测 / 假设—听—验证 / 修正（假设）—听”的循环往复过程。

### Task 1 Listening Process

#### Words and Expressions

**temporally** /<sup>ˈ</sup>tempərəli/ *adv.* 暂时地；短  
暂地      **hypothesis** /haɪˈpəθəsɪs/ *n.* 假设，假说

**Dictation:** Listen to a short passage and write it down. The passage will be read three times. During the first reading, which will be done at normal speed, listen and try to understand the main idea. For the second reading, the passage will be read sentence by sentence, or phrase by phrase, with intervals of 15 seconds. The last reading will be done at normal speed again and during this time you should check your work.

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## Task 2 How to Choose a Great Vacation Read

### Words and Expressions

**access** /ˈæksɪs/ *n.* 进入权; 使用权

**genre** /ˈʒɒnrə/ *n.* (艺术、写作、音乐等的)  
类型, 体裁

**blogger** /ˈblɒɡə(r)/ *n.* 博客

**loung**e /laʊndʒ/ *v. & n.* 懒洋洋地坐(站、  
躺)着

**loung**e chair 躺椅; 沙发椅

**portable** /ˈpɔ:təbəl/ *adj.* 便携式的, 轻便的

#### I Before you listen, think about the following questions.

- 1 Do you think a great vacation can become even greater if you bring along the right books? If so, what preparations do you plan to make in order to enjoy reading during your vacation?
- 
- 

- 2 What kind of books do you prefer to bring along with you during your vacation? Make your choices.

- 1) A. Books for fun.                      B. Textbooks.  
2) A. Paperbacks.                        B. Hardcover.  
3) A. Printed books.                      B. E-books.

#### II Now listen to a speech on how to choose a great vacation book and finish the following tasks.

- 1 Tick the things that you need to take along with you during your vacation.
- ( ) A notebook  
( ) A dictionary  
( ) A library card  
( ) A computer with Internet access  
( ) A bookmark  
( ) An e-reader  
( ) A pencil  
( ) An MP3 player
- 2 Put the following statements into the right order.
- ( ) Make sure the book is available in paperback.  
( ) Find easy reading.  
( ) Look for books in e-books or MP3 players.  
( ) Search the Internet for summer reading.  
( ) Find out bloggers' comments of the books.

**Task3** My Summer Camp

**Words and Expressions**

**antisocial** /ˌæntɪˈsəʊʃəl/ *adj.* 不喜欢社交的, 不合群的

**roam** /rəʊm/ *v.* 闲逛, 漫步

**cozily (BrE cosily)** /ˈkəʊzɪli/ *adv.* 友好地; 融洽地

**I** Before you listen, answer the following questions.

- 1 Besides daily necessities, what will you bring along for a summer camp?  
Write down two most important things.

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- 2 What is your vision for a typical night in the summer camp?

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**II** Now listen to the first part of the speech and choose the best answer.

- 1 What did the speaker's mother pack for her summer camp when she was nine years old?  
A. Toys.      B. Books.      C. Foods.      D. Video games.

Make a prediction of the best answers before you listen to the rest of the speech.

- 2 What is the primary group activity in the speaker's family?  
A. Doing sports.  
B. Playing games.  
C. Watching TV.  
D. Reading books.
- 3 What is the speaker's vision for a typical night in the summer camp?  
A. A quiet night with girls reading books together.  
B. A perfect night with girls sharing foods with one another.  
C. A cozy night with girls showing off their pretty nightgowns.  
D. An exciting night with girls roaming around the adventure land.

Now listen to the complete speech and choose the best answer to questions 2 and 3.



# Step Up

## Step 1

## Sharing Stories with Children

### Words and Expressions

**literacy** /ˈlɪtərəsi/ *n.* 读写能力, 识字

**spark** /spɑ:k/ *v.* 激起; 引起

**stimulate** /ˈstɪmjʊleɪt/ *v.* 激发, 鼓励

**illustration** /ˌɪləˈstreɪʃən/ *n.* (书籍、文章中的) 插图, 图解

**bonding** /ˈbɒndɪŋ/ *n.* 亲密关系的形成

**groundwork** /ˈgraʊndwɜ:k/ *n.* 基础工作, 准备工作

**interpersonal** /ˌɪntəˈpɜ:sənəl/ *adj.* 人与人之间的; 人际关系的

### Task 1 Brainstorming

In what way do you think parents' sharing stories with their children every day helps the latter's development? Write down as many advantages as possible.

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### Task 2 Listen to a speech on parents' sharing stories with children and provide the missing information.

- 1 Reading books helps your child become familiar with \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and the \_\_\_\_\_ of books.
- 2 Reading stories sparks your child's \_\_\_\_\_, stimulates \_\_\_\_\_ and helps with \_\_\_\_\_.
- 3 Exploring stories helps your child learn the difference between " \_\_\_\_\_ " and " \_\_\_\_\_ ".
- 4 Reading can also be a safe way to \_\_\_\_\_.
- 5 Reading can help your child learn about \_\_\_\_\_ around him.
- 6 Reading books with your child makes you \_\_\_\_\_ and \_\_\_\_\_ for using language and books.
- 7 Reading stories with children benefits not only the children, but \_\_\_\_\_ as well.

**Task 3** Listen to the speech again and match the following reasons/examples/results with the 7 statements about the benefits of reading books in Task 2.

**Benefits**

**Reasons/Examples/Results**

1. Children become familiar with sounds, words, language and the value of books.

A. Reading books gets your child talking about what he's seeing and thinking.

2. Reading sparks children's imagination, stimulates curiosity and helps with brain development.

B. Some books are about going to the dentist or hospital, starting at the childcare center or making new friends.

3. Children learn the difference between "real" and "make-believe".

C. Reading books together promotes bonding and helps to build your relationship, laying the groundwork for your child's later social, communication and interpersonal skills.

4. Children learn to explore strong emotions.

D. Reading books helps develop your child's own ideas.

5. Children learn about the world around them.

E. Reading books builds your child's early literacy skills, and helps your child go on to read successfully later in life.

6. Reading with children makes you a great storyteller and a good model for using language and books.

F. Your child will learn by watching you hold a book the right way and seeing how you move through the book by gently turning the pages.

7. Sharing stories benefits not only the children, but the grown-ups as well.

G. Reading books helps your child understand change as well as new or frightening events.

**Step 2****The Pleasure of Books****Words and Expressions****sustain** /səˈstem/ *v.* 遭受, 经受**intimate** /ˈmtɪmɪt/ *adj.* 亲密的; 密切的**accessible** /əkˈsesɪbəl/ *adj.* 易使用的; 易进入的**prime** /praɪm/ *adj.* 最重要的, 首要的**refreshing** /rɪˈfrefɪŋ/ *adj.* 令人耳目一新的; 消除疲劳的**stock answer** 老一套的回答**invariable** /ɪnˈveəriəbəl/ *adj.* 不变的; 始终如一的**Task 1 Brainstorming**

Do you treat a borrowed book the same way as you do your own book? If not, how do you treat them differently, and why?

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**Task 2** Listen to a speech on the pleasure of books and complete the following notes.**I** We enjoy reading books that belong to us much more than if they are borrowed.

- 1 A borrowed book must be treated in a(n) \_\_\_\_\_ manner:
- 1) You cannot \_\_\_\_\_ carelessly;
  - 2) You cannot mark it;
  - 3) You cannot \_\_\_\_\_ the pages;
  - 4) You cannot \_\_\_\_\_ familiarly;
  - 5) Someday, you really ought to \_\_\_\_\_.
- 2 Your own book \_\_\_\_\_ you:
- 1) It is for use, not \_\_\_\_\_;
  - 2) You are free to mark it up so that you are able to \_\_\_\_\_ more easily the significant sayings, and to \_\_\_\_\_ them quickly.
  - 3) You are free to place it on the table, \_\_\_\_\_ and \_\_\_\_\_.

**II** Everyone should begin collecting a private library in youth.

- 1 The bookshelves:
- 1) Should have no \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_;
  - 2) Be \_\_\_\_\_ and \_\_\_\_\_ to the hand as well as to the eye.
- 2 The wall decorations:
- Books are better wall decorations than \_\_\_\_\_, because:
- 1) They are more varied in \_\_\_\_\_ and \_\_\_\_\_;
  - 2) They are more attractive in \_\_\_\_\_;
  - 3) They have the prime advantage of being separate \_\_\_\_\_.

**Task 3** Listen to the speech again and answer the following questions.

- 1 What does the speaker compare borrowed books to?  
\_\_\_\_\_
- 2 What does the speaker compare your own books to?  
\_\_\_\_\_
- 3 What does the speaker compare "re-reading a book with your favorite passages marked up" to?  
\_\_\_\_\_

**Step 3**

**Interview With a Famous Chinese Writer**

**Words and Expressions**

**illiterate** /ɪˈlɪtərət/ *adj.* 不识字的, 文盲的  
**cultured** /ˈkʌltʃəd/ *adj.* 有文化的, 有修养的

**sentimental** /ˌsentɪˈmentl/ *adj.* 多愁善感的; 非理性的

**legend** /ˈledʒənd/ *n.* 传说, 传奇 (故事)

**aesthetic** /i:sˈθetɪk, es-/ *adj.* 【尤英】又作 **esthetic** /i:sˈθetɪk, es-/ 【美】美学的

**discreet** /dɪˈskri:t/ *adj.* 雅致的; 细微的

**moisten** /ˈmɔɪsən/ *v.* 使潮湿, 使湿润

**Task** Listen to an interview and choose the best answer.

- 1 What do you learn about the writer's father?  
A. He did not know how to read or write.  
B. He graduated from a university in Shanghai.  
C. He taught literature at a village school.  
D. He encouraged his children to study.
- 2 Who taught the writer about literature and writers when he was young?  
A. His father.  
B. His elder brother.  
C. Some university graduates in the village.  
D. A professor from East China Normal University.
- 3 Why did the writer start writing?  
A. He admired writers.  
B. He was inspired by his brother.  
C. He was keen to earn money through writing.  
D. His father wanted him to be a writer.
- 4 Which of the following statements is true about the writer's childhood?  
A. He hung out with a group of children.  
B. He developed a close relationship with nature.  
C. He found writing was actually a painful experience.  
D. He learned about rural culture from books.

- 5 How does the writer think about the impact of literature on our society?
- Literature can change the realities of our society.
  - The impact of literature on our society is very limited.
  - Literature has a gradual and discreet impact on our society.
  - The impact of literature on our society can never be overestimated.

## Step 4

## How Books Can Open Your Mind

### Words and Expressions

**calling** /ˈkɔːlɪŋ/ *n.* (从事某种工作的) 强烈冲动; 使命感

**literally** /ˈlɪtərəli/ *adv.* 按照原义, 根据字的意思

**obedience** /əˈbiːdiəns/ *n.* 服从, 顺从, 遵从

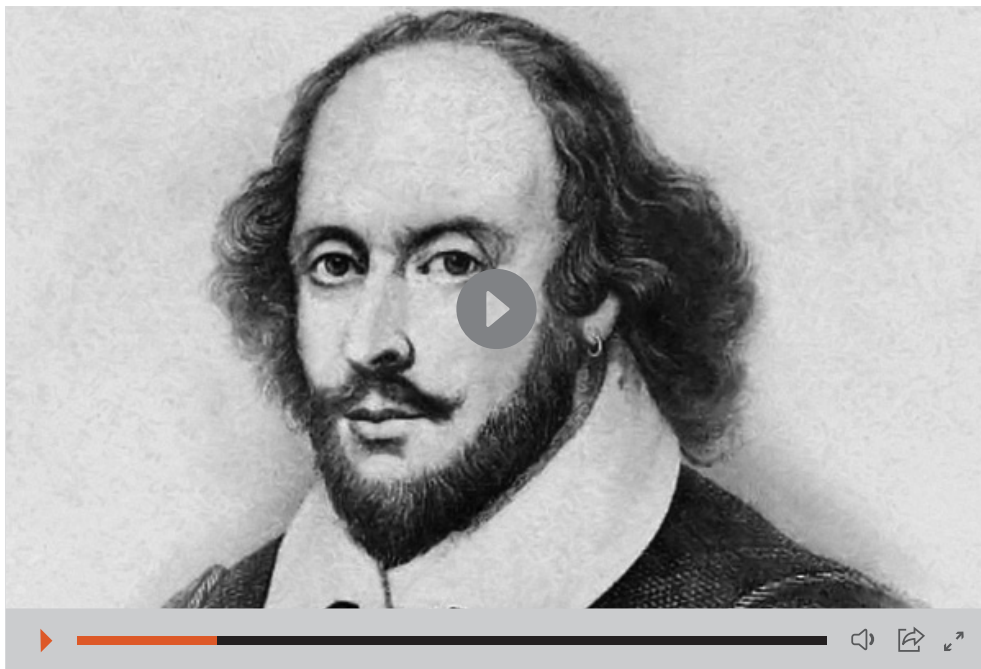
**portal** /ˈpɔːtl/ *n.* 【一般用复数】(建筑物高大壮观的) 正门

**role model** 模范, 榜样

**Task** Listen to a Ted speech and choose the best answer.

- Who became the speaker's role-model of an independent person?
  - Jane Eyre.
  - Fou Lei.
  - San Mao.
  - Confucius.
- Which of the following books motivated the speaker to go abroad?
  - Jane Eyre*.
  - Correspondence in the Family of Fou Lei*.
  - Complete Works of Sanmao*.
  - Efficient Daddy*.
- What does the speaker say about comparative reading?
  - It is a new practice.
  - It only works for research.
  - It works well in daily life, too.
  - It derives from religious perspective.
- How did Joseph Campbell understand the temptations for Buddha?
  - They are psychological.
  - They are economical.
  - They are political.
  - They are cultural.
- By reading books, the speaker became \_\_\_\_\_.
  - a more obedient daughter
  - a more efficient person
  - a professional translator
  - a writer in comparative literature

# Fun with Listening



威廉·莎士比亚 (William Shakespeare, 1564-1616) 是英国文学史上杰出的戏剧家, 也是欧洲文艺复兴时期最重要、最伟大的作家之一。他的作品包括《哈姆雷特》( *Hamlet* )《奥赛罗》( *Othello* )《仲夏夜之梦》( *A Midsummer Night's Dream* )和《罗密欧与朱丽叶》( *Romeo and Juliet* )在内的至少 37 部戏剧、154 首十四行诗和两首长叙事诗。他的作品被翻译成 100 多种语言, 直至今日依旧广受欢迎, 在各国以不同语言和形式演出和诠释。

下面的片段选自《糟糕历史》( *Horrible Histories* , 英国 CBBC 出品的一档儿童节目) 第一季第一集。

**Host:** May we have our next contestant please? Hello, your name, please?

**Shakespeare:** William Shakespeare.

**Host:** And your occupation?

**Shakespeare:** One that doth make words to dance upon the page, and thence into the ear of the throng.

**Host:** I'm sorry, I don't quite...

**Shakespeare:** I write plays.

**Host:** Right, well, why didn't you just say so? And your chosen specialized subject?

**Shakespeare:** Phrases what I made up.

**Host:** William Shakespeare you have two minutes on phrases what you made up, starting from now. To be or not to be, that is the question.

**Shakespeare:** I know it is.

**Host:** I'm sorry?

**Shakespeare:** I know that's the question. You've just asked me it.

**Host:** No, the question is, did you make it up?

**Shakespeare:** You just said the question was to be or not to be.

**Host:** "To be or not to be, that is the question." is the question.

**Shakespeare:** Oh, yes, I see. Yes, I did make that up.

**Host:** Correct. Good riddance.

**Shakespeare:** I've only just arrived.

**Host:** No, did you invent the phrase "good riddance?"

**Shakespeare:** Yes, I did.

**Host:** Correct. Heart of gold.

**Shakespeare:** Oh. Thank you, that's very flattering.

**Host:** No, were you the first person to use the phrase "heart of gold?"

**Shakespeare:** Yes, I was.

**Host:** Correct. Dead as a doornail.

**Shakespeare:** Yes, that is one of mine. *Henry VI*, Part 2, the sequel.

**Host:** Correct, wild-geese chase?

**Shakespeare:** Oh, yes, that's mine. Are they still using that?

**Host:** They are indeed. Correct. Knock knock, who's there?

**Shakespeare:** No, that's wrong. You say, "knock knock," and I say, "who's there?"

**Host:** No, did you invent it?

**Shakespeare:** What?

**Host:** Knock knock.

**Shakespeare:** Who's there?

**Host:** No!

**Shakespeare:** No, who?

**Host:** Did you come up with the phrase "Knock knock., who's there?"

**Shakespeare:** Yes, I did.

- Host:** Correct. For goodness' sake!
- Shakespeare:** That's one of mine, too.
- Host:** Correct. All the world's a... I've started, so I'll finish.
- Shakespeare:** No, that's one of yours.
- Host:** Correct, William Shakespeare. At the end of that round, you've scored eight points.
- Shakespeare:** Sorry, is this what you do for entertainment nowadays?
- Host:** Yes, it is, yes.
- Shakespeare:** I think I prefer the theater.
- Host:** I think I prefer the theater. Get out of the chair now.
- Shakespeare:** OK.

## Notes

1. *To be or not to be, that is the question.* 生存还是毁灭? 这是个问题。  
源自《哈姆雷特》(Hamlet, 1599-1602)中哈姆雷特的经典独白,表达了王子面对父亲的猝然离世和母亲的改嫁以及叔父的篡位时内心的猜疑、矛盾和痛苦。
2. *good riddance* 终于打发了(某人); 总算摆脱了(某人)  
源自《特洛伊罗斯与克瑞西达》(Troilus and Cressida, 1602),表达了对远离毫无价值的人或物的喜悦。
3. *heart of gold* 金子般的心  
源自《亨利五世》(Henry V, 1599),指善良的人。
4. *dead as a doornail* 死绝, 死透  
源自《亨利六世》(Henry VI, 1599-1602),指彻底死去的人。
5. *wild-geese chase* 徒劳无益的追求, 徒劳无功的寻觅  
源自《罗密欧与朱丽叶》(Romeo and Juliet, 1597)。剧中, 莎翁把罗密欧(Romeo)和茂丘西奥(Mercutio)之间的言辞交战比作疯狂又危险的赛马, 并将其称作 wild-geese chase。
6. *knock knock. who's there?* 当当! 谁啊?  
源自《麦克白》(Macbeth, 1606), 是一种叫作“knock knock”的游戏。
7. *for goodness' sake* 看在上帝的份上; 天哪; 拜托  
源自《亨利八世》(Henry VIII, 1599), 用于加强请求、疑问的语气或表示厌烦、恼怒。